Learning Together

A Guide to Community-Based Adult ESL & Literacy in British Columbia

LiteracyBC

Promoting and supporting literacy and learning since 1990

Contents

Introduction
- Purpose of the guide 1
- Terminology 1
- Immigration and settlement in BC 1

Who is an ESL learner?
- Characteristics of ESL learners 2
- ESL learner motivations 2

Challenges ESL learners may face
- Multi-level classes 3

Principles of ESL Adult Education
- Celebrating success 4
- Framework of conditions for learning 5

Aspects of ESL Adult Education
- ESL Family Literacy 6
- Working with refugees 6
- ESL Senior Literacy 7
- The critical role of volunteers 8

Community ESL Programs
- Examples of community ESL programs 9
- Selected funding sources 10

Surveys and Benchmarks 11

References 12

Immigration Services and Information 14

Resources 15

Written by Emily Hunter and Kate Trethewey

© 2009, Literacy BC

Literacy BC
#704 - 333 Terminal Avenue
Vancouver, BC V6A 4C1 Canada
www.literacybc.ca

This publication can also be found on the Literacy BC website.

The printing of this guidebook was made possible by the generous financial support of the Ministry of Advanced Education and Labour Market Development.

ISBN 978-0-9733712-3-9

Introduction

Purpose of the Guide

Welcome to the wonderful and complex world of community-based English as a Second Language (ESL) in BC.

Canada's history was built on immigration, making Canada one of the most multicultural countries in the world. This reality is reflected in the fact that many of us are descendants of immigrants or immigrants ourselves. People move to Canada for many reasons: the promise of a better life, to join family and friends, and in some cases to escape violence and trauma. Whatever the reason, immigrating will mean adjusting to a new culture and leaving an old life behind. For many immigrants, it will also mean having to learn a new language.

As in the rest of Canada, immigrants have always been and continue to be a vital part of the population in BC. Research shows that there is a need to support the language and literacy needs of immigrants living in this province. Low language and literacy skills exacerbate the many difficulties immigrants and refugees face such as racism, inadequate housing, barriers to health care services and unemployment (Folinsbee, 2007).

One of the challenges of working in this field is accommodating the diverse language and educational needs of each learner. Some ESL learners are highly educated with low English language skills while other ESL learners, for a variety of reasons, are not fully literate in their first language. The purpose of this guidebook is to support the practitioners and tutors who work with multi-level ESL learners in community programs, by providing a synthesis of information relevant to the ESL and literacy fields. We share the research and the experience of practitioners and tutors who work with ESL learners. We also provide an annotated bibliography of resources and a list of on-line teaching resources for practitioners and tutors.

Supporting ESL learners in improving their language and literacy skills is critical to their social and economic well-being and to building an inclusive, prosperous province.

Terminology

In this guidebook we use the term "ESL" (English as a Second Language) because it is the most widely used. However, many practitioners use the terms "ESOL" (English for Speakers of Other Languages) or "EAL" (English as an Additional Language).

An immigrant is a person who migrates to another country, usually for permanent residence.

A refugee is a person who "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his[her] nationality, and is unable to or, owing to such fear, is unwilling to avail himself[herself] of the protection of that country." This is the definition from the 1951 Geneva Convention relating to the status of refugees (a definition used by Canada).

Immigration and settlement in BC

British Columbia attracts nearly 40,000 immigrants each year. About three-quarters were born in Asia and the Middle East, and a quarter of this total come from Mainland China (Multiculturalism and Immigration Branch, 2007). Immigrants now represent over a quarter of BC's total population. As provincial birth rates decline, BC's economic success will become even more dependent upon the skills of the immigrant population.

Community and government services that work to help immigrants successfully integrate into the province are primarily found in urban, metropolitan areas. Although only 59% of BC's total population lives in the Lower Mainland, 90% of new immigrants choose to make this region their home (Multiculturalism and Immigration Branch, 2007).

Where immigrants choose to settle is influenced by the availability and accessibility of services, and consequently immigrants typically settle in areas that are culturally diverse and provide a variety of community-based programs and supports (Hiebert, 2007). The most popular urban destinations are Richmond, Burnaby and Vancouver (Multiculturalism and Immigration Branch, 2008).

Who is an ESL Learner?

ESL learners:

- vary in age
- come from different ethnic and socioeconomic backgrounds
- have different educational backgrounds, ranging from high levels of education to very little experience of formal education
- may be able to speak and write in many languages, or may have only a basic knowledge of reading and writing in their first language

Characteristics of ESL learners:

- courageous
- wide range of life experiences
- may experience stress in their new surroundings
- highly motivated but may be nervous about learning English
- learn best when the information is linked to something they already know
- want practical lessons that are relevant to their own goals and needs
- may like to learn things they will use immediately
- have responsibilities outside of the classroom (family, home, job etc.)
- share a desire to learn English

Adapted from Rutten-James (2003).

ESL students in traditional Thai dress for a dance performance in Roberts Creek, BC.

ESL learner motivations

ESL learners have hopes and dreams for themselves and their children. They are motivated to learn English for many different reasons, including:

To become a Canadian citizen. Many ESL learners would like to immigrate to Canada and improving their English language skills is an integral part of the immigration process.

To support their children's education. Parents need English language skills to read their children's report cards, meet with their children's teachers, and help their children with their homework. By improving their English language skills, parents can become full partners in the educational development of their children.

To connect with their community. Improving their English language skills will make it possible for learners to communicate with neighbors and community members and reduce feelings of isolation.

To get a job or find a better job. To apply for a job you must be able to fill out the application form, write a resume and communicate in an interview. Job opportunities for ESL learners may be restricted because they cannot transfer their work skills to the English-speaking job market. English literacy is the foundational skills for all other types of learning.

Adapted from Colvin (1997), House et al. (1991), National Center for Family Literacy (2004).

Challenges ESL Learners May Face

"To emigrate is always to dismantle the center of the world" (Berger, 1984). Imagine how difficult it would be to move away from everything familiar, to a place that was completely new. You would have to learn everything again. Now consider how difficult it would be to move to a place where you couldn't speak the language or perhaps even read the street signs.

Some of the challenges ESL learners may face include:

Culture shock

Immigrants may need to learn a new language, and possibly a very different way of life. This can create feelings of frustration and anxiety in learners who might be experiencing a change in status, a loss of their support system and difficulty in accomplishing tasks they once found simple.

Societal Prejudice

Immigrants may face discrimination, misunderstanding and prejudice. A common misconception of immigrants who have lived in BC for years and haven't learned English is that they are 'lazy'. There are many reasons why immigrants don't learn English: some need to find work as soon as they arrive to support themselves or their families, some stay at home to raise their families and don't have the opportunity to attend English classes and others are dealing with trauma that makes learning difficult if not impossible.

Trauma

A common belief is that newcomers have chosen to come to Canada. While for many newcomers this is true, there are some people who have been forced to leave their former homes out of necessity.

A change in economic situation

Learners may have left high-ranking, well-paid jobs to come to BC and may be forced to work in jobs for which they are overqualified. This change in status can affect a learner's self-confidence as well as their economic well-being.

Role reversal

It is often easier for children to learn a new language than it is for their parents and this can create a reversal in roles. Children may take on more of an adult role in the family, as they translate for their parents and speak on their parent's behalf. An ESL learner in this position may find this role reversal difficult.

Geography or climate

If the learner is coming from a warmer climate, it may be difficult to become accustomed to BC's heavy rainfall, grey days, cold and snow.

A change from a rural to urban setting or vice versa

Learners coming from rural centres and smaller, more intimate communities may find the impersonal nature of the city difficult to adjust to.

Adapted from Rutten-James (2003), VIRCS (2009).

Multi-level classes

Most practitioners and tutors in community-based ESL programs work with multi-level classes. A multi-level class is made up of ESL learners with a wide range of English language skills. Multi-level classrooms might also include students with very different educational experiences: those who have strong educational backgrounds in their home countries and those who did not receive even basic education. These students will have very different learning needs (Coalition of Limited English Speaking Elderly, 2000).

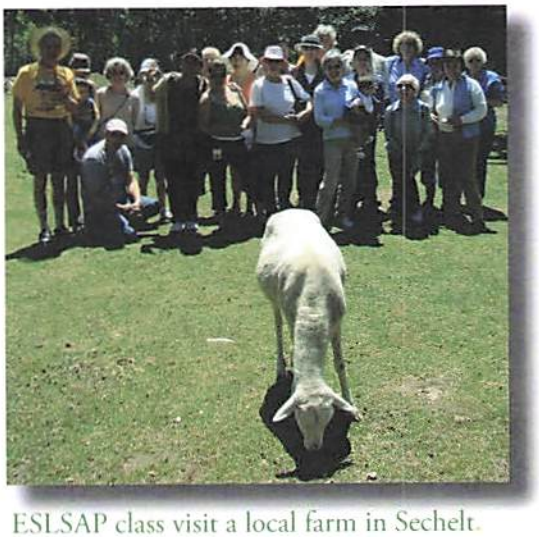
Principles of ESL Adult Education

Celebrating success

Practitioners emphasize the importance of celebrating learner's achievements and having fun together as a group.

Here are some ways that community-based ESL programs in BC celebrate the success of their learners:

The **ESLSAP program in Sechelt** celebrations included field trips to a local farm where learners met Happy the Sheep, and a student-organized potluck Christmas party. Students performed cultural dances and songs in their home languages.



ESLSAP class visit a local farm in Sechelt.

The **Community Development and Outreach Department at Capilano University** holds parties around major holidays. This is an opportunity to learn not only about Canadian statutory holidays (Thanksgiving, Christmas etc.) but about the learners' cultural holidays (Eid, Chinese New Year etc.).

In the **Selkirk College region**, learners meet monthly for cooking classes during the winter months. They become the teachers, and take turns organizing meals.

The **Homefront Program at Vancouver Community College** hosts two celebrations each year. In December, volunteer tutors and their learners come together for a Christmas pot-luck. In the spring, the Homefront teachers throw an appreciation event honouring their volunteer tutors. Every year, The ESL in the Community program at Vancouver Community College organizes a large picnic in June. Over 500 students from classes in Vancouver and Burnaby are invited to participate in games and share food at Trout Lake.

For more information on the principles of community-based adult education, please see *Learning without Borders* (www.literacybc.ca/Research/LearningWithoutBorders.pdf).

Columbia Basin Alliance for Literacy (CBAL) Christmas party, Castlegar, BC.

Principles of ESL Adult Education

We incorporated practitioners' experiences of working with multi-level ESL learners in urban and rural communities into Malcolm Knowles' framework of Principles of Adult Education(2005).

Conditions of learning:	Facilitators can support ESL learners in the following ways:
ESL learners want to learn	• expose them to new possibilities for self-fulfillment • help them clarify their own aspirations for improved performance • help them diagnose gaps between present and desired performance • understand that despite the cultural differences in the classroom, all ESL learners share the desire to learn English
Learning environment characterized by physical comfort, mutual respect, trust and helpfulness, freedom of expression, acceptance of differences	• provide comfortable physical conditions (seating, temperature, ventilation, lighting, decoration) that are conducive to interaction (circles, small groups) • use culturally relevant teaching materials • accept the learners as persons of worth and respect their feelings and ideas, which may be culturally-based and different from those in Canada • recognize how important it is for ESL learners to practice their spoken English and encourage ESL learners to speak at every opportunity • create a safe, open classroom where ESL learners respect each other and are encouraged to discuss their ideas and beliefs with each other • understand that when working with refugees, issues of trauma and past violence may surface*
ESL learners perceive goals of learning to be their own	• explain clearly why a learner-centred approach to teaching is used, and build the curriculum around what it is the ESL learners need to know
ESL learners participate actively in the learning process	• share responsibility in the process of mutual inquiry • create opportunities to build social networks in the classroom and community • understand that ESL learners may be comfortable and familiar with traditional teaching styles and may resist teachers when teachers try to share power and responsibility.
ESL learning process is related to and makes use of the experience of the learners	• adapt presentation of instructional resources to ESL learners' experience levels • make learning more relevant by helping learners apply new knowledge and skills to their personal experiences
ESL learners have a sense of progress toward their goals	• involve ESL learners in developing mutually acceptable criteria for progress • encourage them to measure their progress not simply in terms of the development of their language and literacy skills but by participation in class, development of leadership skills, good attendance etc. (Ball, 1996)
ESL learners connect to their communities	• Community involvement can begin by building a sense of belonging to a group • Create opportunities for students to get to know and support each other • Encourage small group projects that connect learners to their community

* Dr. Jenny Horsman is a researcher and practitioner whose work explores the impact of violence on learning. She has created a website to support learning, teaching and research that seeks to understand and address the impact of violence on learning more fully and creatively: www.learningandviolence.net.

Aspects of ESL Adult Education

ESL Family Literacy

Family literacy explores the connections between classroom, home and literacy, and believes that parents or primary caregivers are their children's first teachers (Gadsen, 2002). ESL Family literacy programs that offer the "four component model" are an excellent way to bring immigrants with English language needs into ESL adult education programs (Hayden et al, 2006). The four component model offers adult literacy training for parents, early childhood education for the child, literacy activities for parent and child together, and skills training for parents on how to create a supportive environment for learning in the home (Perkins, 1989).

Immigrant Parents as Literacy Supporters (Immigrant PALS) is a three-year pilot program helping immigrant families support their preschool- and kindergarten-aged children's early literacy development, through interactions in English and their first language. IPALS shows promise as an example of a family literacy program that is responsive to the cultural and linguistic needs of families (www.2010legaciesnow.com/ipals/).

ESL family literacy programs that offer the four component model build the skills of parents and children together and offer a way to reach immigrants who may not be engaged by other learning opportunities. The goals of these programs are to:

- promote reading and learning as valued family activities that encourage positive interactions and shared experiences
- enhance the ability of parents to support their children's literacy development, from birth throughout the school years
- provide an opportunity for parents to pursue their own educational goals
- provide children with developmentally appropriate learning opportunities that support overall healthy child development
- promote and support lifelong learning

For more information on family literacy, please see *Helping Communities Bloom* (www.literacybc.ca/Research/HelpingCommunitiesBloom.pdf).

Working with refugees

This section is adapted from Adkins et al (1999).

Refugees, like most new immigrants, will have to learn how to navigate a new culture as well as a new language. However, unlike immigrants, refugees have had to leave their country out of necessity rather than choice.

Refugees move to British Columbia to escape conditions in their home country, such as political violence, war and natural disasters that are completely out of their control. They may suffer from trauma as a result of their experiences and need psychological support. The following are ways that ESL practitioners and tutors can support refugee learners:

- Learn to recognize when refugee learners are suffering from mental illness (i.e. trauma, depression etc.). Signs of this include frequent absence from class, a change in participation, inability to pay attention, sleeping in class, crying in class and a change in learner's progress.
- Become aware of service providers that support refugees including mental health professionals. It is not the responsibility of ESL practitioners and tutors to be counselors but they can support refugee learners by providing them with information and referrals to services.
- Create a classroom where refugee learners feel safe to share difficulties they may be having adjusting to Canadian culture and learning a new language. Refugee learners may struggle at times to be present in the classroom; allow refugee learners to choose which learning activities they would like to take part in. For example, creating a family tree, a common ESL activity, could be very painful to learners who have lost or been forced to leave their families.
- Facilitate discussions around health and culture. These discussions can take the form of role-playing exercises where refugee learners can practice making a doctor's appointment, talking with the doctor, finding a job, preparing for an interview etc.

For more information, please see the Immigration Services and Information section of this guidebook (page 14).

ESL Senior Literacy

Between 2002 and 2006, over 1,000 seniors immigrated to BC each year, two thirds of whom did not speak English or French upon arrival (Multiculturalism and Immigration Branch, 2007). There are also many immigrant seniors who have lived in BC for years with English language needs (Statistics Canada, 2008).

Health problems, poor memory and problems adjusting to a new culture and changes in family dynamics, may affect elders ability to learn. The following are some ideas on how to create a classroom that is sensitive to these situations (adapted from *Coalition of Limited English Speaking Elderly* (2000):

Depression/preoccupation with personal problems
Encourage laughter.
Use a variety of teaching methods.
Incorporate social activities into the classroom to give students a sense of belonging to a community.
Teach vocabulary about feelings so students can express how they feel.
Include exercise and movement activities in the classroom.

Vision problems
Provide adequate lighting, avoiding glare.
Print materials in black type on a white matte background.
Use a 14 point font size or larger.
Combine upper-and lower-case letters.
Minimize use of different type faces on one page.
Avoid wavy lines and dots.

Hearing impairment
Reduce background noise.
Stand in good lighting with the mouth in clear view.
Speak clearly, loudly and slowly.
Use facial expressions or gestures to give additional cues.
Check students' hearing aids.
Reinforce oral language with visual materials.

Memory loss
Repetition, repetition, repetition.
Review past lessons and materials.
Use a variety of teaching materials.
Speak slowly and be patient.

When teaching ESL to elders, consider the following:

- Elders want to learn English. Learning English is empowering and gives elderly students a sense of independence and control over their lives.
- It is difficult to learn a new language later in life. Allow elders to share their difficulties and frustrations learning English. Celebrate success.
- Create a safe classroom. Encourage elders to communicate and create a classroom atmosphere that is friendly and supportive.

ESL class at Carnegie Learning Centre, Vancouver, BC.

The critical role of volunteers

Volunteers are essential in community-based ESL programs. They play a variety of roles in program delivery – from answering the phones to planning lessons and working with ESL learners directly. Volunteers are recruited and trained by programs.

The **English as a Second Language Settlement Assistance Program** is offering training to volunteer tutors to provide English language support to adult immigrants and refugee newcomers living in BC communities. They are looking for people 19 years or older, from a variety of backgrounds and life experiences. Visit www.mytrainingbc.ca/eslsap/recruitment/index.html

The training consists of four on-line modules (Becoming an ESLSAP Tutor, Meeting the Adult ESL Learner, Adjusting to a New Culture and Communication and Culture) and local face-to face training that covers topics such as working with adult ESL learners, tutoring one-on-one, determining learner needs, planning a tutoring session, and activities for tutoring. Once matched with a learner, volunteer tutors receive on-going support from program coordinators.

Being a volunteer tutor is rewarding in many ways:

- make a difference in someone's life
- contribute to your community in a meaningful way
- learn about other cultures
- gain new insights into your own culture
- develop new friendships that might not be otherwise available to you
- obtain volunteer experience

For more information on community-based volunteer tutor programs, please see *Its Own Reward* (www.literacybc.ca/Research/ItsOwnReward.pdf).

VCC's Homefront Celebration, Vancouver BC

Tutor testimonial from Karyn Burney

"For the past year and a half I have participated as a tutor in the English as a Second Language (ESL) Program at Capilano University in Sechelt. I am a retiree and find taking part in this program the most meaningful of the volunteer jobs I am now engaged in.... The students are inspirational role models with their courage, patience and dedication to learning our challenging language. They have opened up my world to the embracement of different cultures, attitudes and life experiences. The power differential between educator and student seems to be gone as we enrich one another as peers. These benefits for me are immeasurable. I feel extremely fortunate to be a participant in this program."

Community ESL Programs

In BC, there are a broad variety of service providers that offer ESL programs, including private language schools, community services, public post-secondary institutions and school districts.

The Immigration and Integration Branch of the Ministry of Advanced Education and Labour Market Development (ALMD) funds **English Language Services for Adults (ELSA)**. These are literacy level to high intermediate free ESL daytime and/or evening classes for adult newcomers to Canada taught by TESL certified instructors. The framework for program assessment and delivery is based on the Canadian Language Benchmarks. Depending on class location, childcare may also be available. Collaboration with the ELSA provider and settlement agency in your community or regional area is important as these organizations offer valuable services, resources and expertise in support of newcomer clients during their integration process. Please see *www.elsanet.org* for more information on regional programs and access.

ALMD also administers the **ESL Settlement Assistance Program (ESLSAP)**, funded by Citizenship & Immigration Canada. It provides free, settlement-focused ESL support to eligible adult immigrant and refugee newcomers in rural or remote communities. The program utilizes Canadian Language Benchmark assessment tools. Volunteer tutors and program staff assist learners in developing individual learning plans. Learners then meet for one-on-one session with volunteer tutors and instructor-led group sessions. Nearly 400 community members across BC have been trained as volunteer ESL tutors. Once matched with a learner, they are supported by program coordinators and ESL instructors. In 2008/ 09, through partnerships between public post-secondary institutions and non-profit community groups, this program has assisted nearly 600 newcomers in 42 rural and remote communities.

Here are some examples of programs meeting the diverse language and literacy needs of ESL learners in BC.

Vancouver & Burnaby

Vancouver Community College in partnership with the Vancouver and Burnaby Public Libraries offers free drop-in English study at eight Learning Centres in libraries in Vancouver and Burnaby. They offer a self-paced learning program which includes one on one tutoring, small group discussions, and materials for independent study and English skills development under the direction of experienced Instructional Assistants with ESL training.

ESL Classes in the Community are offered through **Vancouver Community College Literacy ESL classes** in Vancouver and Burnaby. Adult immigrants can study near where they live or work. Literacy classes focus on improving listening, speaking, reading and writing skills so that learners are able to more fully participate in life in Canada. Students needs and interests are taken into account when planning the content for each class.

Smithers

The ESL Program at Smithers Community Services offers free one-to-one tutoring to individuals who would like to improve their understanding and use of the English language. Learners are matched with tutors who work with them to accomplish their goals. Currently there are learners from Peru, Vietnam, Japan, China and Cuba.

Cowichan

Canadian Connections Tutoring Program (Cowichan Intercultural Society) is an ESLSAP providing language training to adult immigrants and refugees to facilitate their integration into Canada. The goal is to improve social and economic outcomes for immigrants through multicultural activities. Through one-to-one tutoring, ESL individuals and tutors gain a better understanding of each other.

Vancouver Downtown Eastside

ESL Conversation (UBC Learning Exchange) offers free small-group English conversation sessions for low-income immigrants throughout the year. Sessions are facilitated by local volunteers trained at UBC's English Language Institute. Free child minding services are provided for those attending.

Seniors ESL Group (Carnegie Learning Centre) is a partnership between Carnegie's seniors programs and the learning centre. Responding to requests from the local senior community, Carnegie developed ESL classes for seniors wanting to improve their English literacy skills. In addition to Carnegie's literacy classes, Chinese computer classes are also available and are currently taught by a senior ESL learner.

Community ESL Programs

Abbotsford

At **Abbotsford Community Services' ELSA program**, students learn about Canada and Canadian culture while improving their English reading, writing, speaking and listening skills with qualified ESL instructors.

Fort St. John

The **CHOOSE Success Family Literacy Program** (Fort St. John Literacy Society) provides parents with one-to-one tutor support while children participate in a child care program. Adults work on a variety of courses and personal development goals including: bookkeeping, Grade 12 completion and ESL upgrading.

More information

Find out about these and other programs in your area and throughout BC at the BC Literacy Directory: www.literacybc.ca/directory.

Selected Funding Sources

Literacy BC provides financial assistance to community-based adult learning programs through the Paul Gallagher Community Access Fund. Programs can use the funds to support students with short-term needs such as transport and childcare. Literacy BC also administers the PACE Bursary Fund to support part-time participation in continuing education by adults who are pursuing educational upgrades at a registered public or private institution but are not eligible for financial support from student loans or other government student assistance programs. Thanks to the Vancouver Sun Raise-a-Reader Program, Literacy BC can also provide some financial support to family literacy programs (BC Family Literacy Fund: www.literacybc.ca/supportinglearners/financialaid.php).

Newcomers share their stories, Sechelt, BC.

Surveys and Benchmarks

International Adult Literacy & Skills Survey

Research indicates that there is a clear need to address the language and literacy needs of immigrants in Canada. According to 2003's International Adult Literacy and Skills Survey (IALSS), a large proportion of immigrants do not have the skills necessary to participate and succeed in BC's modern knowledge-based economy (60%, compared to about 40% for native-born Canadians; Statistics Canada, 2005). IALSS describes the literacy skills of all immigrants when looked at as a group.

IALSS assesses skills in four domains – prose literacy, document literacy, numeracy and problem solving – and groups scores into five levels:

- People at **Level 1** have difficulty reading and have few basic skills or strategies for decoding and working with text. Generally, they are aware that they have a literacy problem.
- People at **Level 2** have limited skills and can deal well only with material that is simple and clearly laid-out. They often do not recognise their limitations.
- People at **Level 3** can read well, though they may have problems with more complex tasks.
- People at **Levels 4 & 5** have strong literacy skills and many strategies for dealing with complex materials.

Level 3 has been validated as the proficiency level needed to fully participate and succeed in modern society.

ESL Class, Castlegar, BC.

Canadian Language Benchmarks

The Canadian Language Benchmarks (CLB) are a measurement tool for determining the skill level of an individual ESL learner. The CLB are based on a 12 level scale that describes communicative proficiency. The 12 benchmarks are divided into three proficiency stages: basic (levels 1-4), intermediate (levels 5-8) and advanced (levels 9-12) (Pawlikowska-Smith, 2000). The majority of community-based ESL programs in British Columbia focus on the basic levels.

The benchmarks measure competency areas considered to be universally relevant including:

- Social interaction: interacting in an interpersonal social situation, in speech or writing
- Following and giving instructions: in speech or writing
- Suasion: persuading others, or reacting to suasion to do something, in speech or writing
- Information: exchanging, presenting and discussing information, ideas, opinions, feelings, telling stories, describing, reporting, arguing etc. in speech or writing (Pawlikowska-Smith, 2000).

The benchmarks are used as a framework of reference for learning, teaching, programming and assessing adult ESL learners in Canada. Enabling the development of these skills are the four essential English language skills: reading, writing, speaking and listening.

Please go to the CCLB (Centre for Canadian Language Benchmarks) website (www.language.ca) for many practical and free resources.

References

Adkins, M.A., Sample, S and Birman, D. (1999). *Mental health and the adult refugee: the role of the ESL teacher.* Retrieved May 20, 2009, from www.cal.org/caela/esl_resources/digests/mental.html

Amnesty International Canada. (2009). *Refugees in Canada: who is a refugee.* Ottawa: Amnesty International. Retrieved April 30, 2009, from www.amnesty.ca/Refugee/who.php

Ball, C. (1996). *Demystifying adult literacy for volunteer tutors: a reference handbook and resource guide.* Winnipeg: Literacy Partners of Manitoba.
Retrieved March 25, 2009, from www.nald.ca/library/learning/demyst/cover.htm

Berger, John. (1984). *And our faces, my heart, brief as photos.* New York: Pantheon Books.

Clark, C. (2007). *Why is it important to involve parents in their children's literacy development?* London: National Literacy Trust. Retrieved March 26, 2008, from www.literacytrust.org.uk/research/NLTresearch.html

Coalition of Limited English Speaking Elderly. (2000). *Bright ideas: tips for teaching ESL to the elderly.* Chicago, IL: Aguirre Institute.
Retrieved March 3, 2009, from www.clese.org/brightideas_prod.htm

Colvin, R. (1997). *I speak English: a guide to teaching English to speakers of other languages.* New York: Literacy Volunteers of America.

Folinsbee, S. (2007). *Linkages: connecting literacy and English as a second language.* Ottawa: Movement for Canadian Literacy. Retrieved May 1, 2009, from www.nald.ca/library/research/mcl/linkages/cover.htm

Gadsen, V. (2002). *Review of adult learning and literacy.* Boston: National Centre for the Study of Adult Learning and Literacy. Retrieved April 30, 2009, from www.ncsall.net/index.php?id=493

Hayden, R., Norris, S. & Phillips, L. (2006). *Family literacy matters: a longitudinal parent-child literacy intervention study.* Calgary: Detselig.

Hiebert, D. (2007). *Multiculturalism "on the ground": the social geography of immigrant and visible minority populations in Montreal, Toronto and Vancouver, projected to 2017.* Vancouver: Center of Excellence for Research on Immigration and Diversity.
Retrieved April 30, 2009, from www.mbc.metropolis.net/Virtual%20Library/2007/WP07-12.pdf

Horsman, J. (2006). *Learning and violence.* Retrieved May 6 2009 from www.learningandviolence.net

House, J. & Rabinowitx, M. (1991). *A guide for tutoring adult ESL students: English as a second language for adults.* Victoria: Ministry of Advanced Education ,Training and Technology.

Knowles, M., Holton, E.F. & Swanson, R.A. (2005). *The adult learner: the definitive class in adult education and human resource development.* Oxford: Butterworth-Heinemann.

References

Multiculturalism and Immigration Branch. (2008). *Census 2006: regional settlement of immigrants in British Columbia.* Victoria: Ministry of the Attorney General.
Retrieved April 30, 2009, from www.welcomebc.ca/en/growing_your_community/trends/2006/pdf/regional_immigrant_settlement_in_bc.pdf

Multiculturalism and Immigration Branch. (2007). *Regional immigration in British Columbia, 2002-2006.* Victoria: Ministry of the Attorney General.
Retrieved April 30, 2009, from www.welcomebc.ca/en/growing_your_community/pdf/fact-regional.pdf

Multiculturalism and Immigration Branch. (2007). *Immigrant seniors to British Columbia.* Victoria: Ministry of Attorney General and Minister Responsible for Multiculturalism.
Retrieved April 5, 2009, from www.welcomebc.ca/en/immigration_resources/pdf/fact-seniors.pdf

Office of the Auditor-General of British Columbia. (2008). *Literacy: creating the conditions for reading and writing success.* Victoria: Office of the Auditor-General.
Retrieved January 25, 2009, from http:www.bcauditor.com/pubs/2007_08/Report6/Report%206%20Literacy%20WEB%20rev.pdf

Pawlikowska-Smith, G. (2000). *Canadian language benchmarks 2000: English as a second language for adults.* Ottawa: Citizenship and Immigration Canada.
Retrieved April 30, 2009, from www.language.ca/display_page.asp?page_id=254

Perkins, D. & Mendel, D. (1989). *A place to start: the Kenan Trust Family Literacy Project.* Louisville: National Centre for Family Literacy.
Retrieved April 21, 2008, from www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/22/6b/f8.pdf

ProLiteracy America. (1996). *Teaching adults: an ESL resource book.* New York: New Readers Press.

Rutten-James, M. (2003). *The English-as-a-second-language tutor training kit.* Regina: Regina Public Library Literacy Unit.
Retrieved April 30, 2009, from www.nald.ca/library/learning/ttk/ttm/ttkttm.pdf

Statistics Canada. (2008). *Literacy skills among immigrants in Canada.* Ottawa: Minister of Industry.
Retrieved April 30, 2009, from www.statcan.gc.ca/pub/81-004-x/2005005/9112-eng.htm#a

Statistics Canada. (2005). *Building on our competencies.* Ottawa: Human Resources and Skills Development Canada.
Retrieved April 30, 2009, from www.nald.ca/library/research/booc/cover.htm

The National Center for Family Literacy. (2004). *Practitioner toolkit: working with adult English language learners.* Louisville: National Center for Family Literacy.

Victoria Immigrant and Refugee Centre Society (VIRCS). (2009). *Common issues for newcomers.* Victoria: VIRCS.
Retrieved April 30, 2009, from www.vircs.bc.ca/common_issues.php

Immigration Services and Information

The Government of BC is responsible for funding and managing immigrant/refugee settlement and multiculturalism programs. The Ministry of Advanced Education and Labour Market Development (*www.aved.gov.bc.ca/esl/*) contracts with third-party service providers to deliver settlement and adaptation services for new immigrants, and works with communities on the Welcoming Communities and Inclusive Workplaces Program. Anti-racism and multiculturalism initiatives are led by the Ministry of Attorney General.

ELSA (English Language Services for Adults) www.elsanet.org
Literacy level to high intermediate settlement-focused ESL classes taught by TESL certified instructors. ELSA classes are free to students, who must be newcomers to Canada, 17 years or older, and approved for permanent residence. Citizens and Refugee Claimants cannot take ELSA classes within Greater Vancouver, but they can outside this area. ELSA classes are offered in more than 30 different organizations in Greater Vancouver, the Fraser Valley and other parts of BC. Childcare is also offered at many locations; clients can check availability with the ELSA provider at time of assessment. See the ELSA website for a downloadable translated ELSA brochure available in 13 languages.

*Note that there was a change in eligibility and citizens/refugee claimants in the Greater Victoria Regional District are now able to access ELSA.

ELSA Net www.elsanet.org
A society of ELSA Service Providers including organizations such as settlement agencies (non-profit organizations), community and university colleges, school board continuing education departments and private schools offering the ELSA Program. ELSA Net's purpose is to facilitate the effective delivery of English Language Services for Adults throughout the province, while recognizing regional differences and needs. Their website offers myriad resources for ESL teachers and childcare staff, a comprehensive links section, and regional maps with ELSA provider contact information.

WelcomeBC www.welcomebc.ca
An on-line resource centre for new immigrants and for service providers who work with new immigrants.

Immigrant Services Society (ISS) www.issbc.org
ISS provides a variety of services to Lower Mainland immigrant and refugee communities through its Language College and Career Services and its Settlement Section. It works with over 23,000 clients per year.

Welcoming and Inclusive Communities and Workplaces Program (WICWP)
www.welcomebc.ca/en/service_providers/wicwp.html
A three-year initiative with community-level programs focussing on immigration, multiculturalism, workplace diversity and issues related to building and sustaining welcoming and inclusive communities.

Multilingual Orientation Service Association for Immigrant Communities (MOSAIC) www.mosaicbc.com
A multilingual non-profit organization dedicated to addressing issues that affect immigrants and refugees in the course of their settlement and integration into Canadian society. There are programs to assist employment search. If you are the survivor of a crime committed in another country, such as torture or the murder of a family member, MOSAIC's Multicultural Victim Support Services Program offers multilingual support.

S.U.C.C.E.S.S. www.successbc.ca
S.U.C.C.E.S.S. began as a new immigrant settlement service organization which has developed into a multi-service, multicultural agency. There are 11 branches in the Lower Mainland of British Columbia. Programs are delivered in culturally sensitive ways to meet the needs of the clients.

Information

BC Literacy Directory www.literacybc.ca/directory
Search for literacy and ESL programs. Literacy BC also offers a toll-free-in-BC referral service for people seeking programs in their communities. Call 1-888-READ-234 (1-888-732-3234). Interpretation services available.

Immigration Services and Information

Directory of Multicultural, Anti-racism, Immigrant and Community Service Organizations in BC
www.welcomebc.ca/en/service_providers/pdf/maicso_complete.pdf
A list of organizations across whose work relates to multiculturalism, anti-racism, human rights, immigrant settlement and/or community services.

British Columbia Newcomers' Guide to Resources and Services
www.welcomebc.ca/en/service_providers/resources.html
Information people may need if recently arrived in BC, in clear and simple language. Print copies can be ordered through the website. Available as a PDF in English now, and in ten other languages in the fall/winter of 2009.

Vancouver Newcomer's Guide vancouver.ca/commsvcs/socialplanning/newtovancouver/sitemap.htm
Information about the City of Vancouver and other levels of government, as well as community agencies and services. Intended for newcomers, it will also be useful for long-time residents.

Affiliation of Multicultural Societies and Services Agencies of BC (AMSSA)
www.amssa.org/about/index.htm
An affiliation of member agencies providing immigrant settlement and multicultural services in communities throughout BC.

BC Multicultural Health Directory www.amssa.org/multiculturalhealthyliving/phase3/index.cfm
A free online service to facilitate the identification of public health care professionals with multicultural health expertise and cross-cultural health care services.

Directory of ESL Courses and Employment Programs for Immigrants in BC www.elsanet.org/esldirectory
Search a comprehensive provincial listing of ESL courses and immigrant focused employment programs by regional area.

Resources

Borrow materials free of charge from Literacy BC's Provincial Literacy Resource Centre, by mail, anywhere in BC. Email library@literacy.bc.ca or visit www.literacybc.ca/PLRC/ResourceCentre.php and search the catalogue.

Also check the National Adult Literacy Database (NALD) at www.nald.ca for many full-text resources.

Many public libraries have ESL resources and services. For example, see Vancouver Public Library's information at www.vpl.ca/research_guides/cat/C703/

Learn about the Association of BC Teachers of an Additional Language at www.bcteal.org.

Research and Practice

Creating a bridge: a snapshot of ESL Literacy in Ontario (Executive Summary). Toronto: Ontario Literacy Coalition, 2007. 428.34 C743 2007 v. 3

Offers a summary of both the research and the recommendations stemming from the 2006 study of ESL literacy in Ontario. Brief summaries of the literature review, real life implications, and challenges and needs of learners, practitioners, and programs and recommendations may be applicable to ESL literacy programs across Canada.

Available online: www.nald.ca/library/research/bridge/cover.htm

ESL and literacy: finding common ground, serving learners' needs. Centre for Literacy of Quebec, 2008.

This literature review looks at the segment of the immigrant population who are not literate in their native language. This paper also addresses issues such as the training and working conditions of teachers, instructional strategies, assessment, and policy.

Available at www.nald.ca/library/research/esl_lit/est_lit.pdf

Language or literacy? Stories of second language learners in adult basic education. Edited by Robin Millar. Winnipeg: Centre for Education and Work, 2008. 428.34 M55 2008

Contains nine case studies of interactions between learners and practitioners across all of Canada. Recommendations are made as to how the process and system can be improved.

Resources

Linkages: connecting literacy and English as a Second Language. 'Discussion paper: what do we know about the connections between literacy and English as a second language in Canada?' By Sue Folinsbee. Ottawa: Movement for Canadian Literacy, 2007. VF Folinsbee 2007

This discussion paper highlights and summarizes Canadian research over the last 5 to 7 years in terms of key themes, issues, gaps and needed strategies on connections between literacy and ESL.

Available online: www.nald.ca/library/research/mcl/linkages/linkages.pdf

Violence and learning: taking action. Edited by Mary Norton. Calgary: Literacy Alberta, 2004. 371.78 V5

Available online: www.nald.ca/fulltext/valta/cover.htm

Canadian Language Benchmarks and Assessment

Canadian language benchmarks: literacy placement tool. Volume 1: foundation and phase 1. Ottawa: Centre for Canadian Language Benchmarks, 2005. 428.34071 C36 2006 v.1

The Literacy Placement Tool (LPT) is intended to be used by practitioners and instructors to administer, score, record and report the results of LPT assessments in adult ESL programs. The first volume is designed to help identify adult ESL learners who might benefit from placement into an ESL literacy class.

Canadian language benchmarks: literacy placement tool. Volume 2: phase 2. Ottawa: Centre for Canadian Language Benchmarks, 2006. 428.34071 C36 2006 v.2

The second volume is designed to help assessors, workplace trainers and literacy practitioners to make informed decisions about an adult ESL literacy client's literacy needs.

Canadian language benchmarks 2000: English as a second language for adults. Ottawa: By Grazyna Pawlikowska-Smith. Centre for Canadian Language Benchmarks, 2005. 428.071 C35 2005

The general aim of the benchmarks is to describe accurately where the learner's ability to use English places him or her within the national descriptive framework of communicative language.

Available online: www.language.ca/display_page.asp?page_id=254

Canadian language benchmarks 2000: ESL for literacy learners. By Linda Johansson. Ottawa: Centre for Canadian Language Benchmarks, 2001. 428.34071 C36

The Benchmarks lay out the progression of reading, writing and numeracy skills for ESL adults who have little or no literacy skills in their first language. The Benchmarks are divided into a pre-reading and writing phase called the Foundation Phase, followed by Phases I-III.

Available online: www.language.ca/display_page.asp?page_id=255

Integrating CLB assessment into your ESL classroom. By Tara Holmes. Ottawa: Centre for Canadian Language Benchmarks, 2005.

Intended to help Adult ESL teachers integrate the Canadian Language Benchmarks into their classrooms through assessment of learners on a day-to-day basis.

Relating Canadian Language Benchmarks to essential skills: a comparative framework. Ottawa: Centre for Canadian Language Benchmarks, 2005. 428.0076 R45 2005

This comparison of domain descriptions in the CLB 2000 and in the Reader's Guide to Essential Skills Profiles is intended to assist practitioners in selecting Essential Skills resources and workplace materials that are relevant and accessible to newcomers and immigrants attending ESL and FSL classes.

Available online: www.nald.ca/library/research/rclbes-e/rclbes-e.pdf

Can Do Checklists. Available free from the CLB website: *www.language.ca/display_page.asp?page_id=372*

Read the ELMO newsletter on the theme of Monitoring and Assessment: www.literacybc.ca/Bulletins/ELMONewsMay09.pdf

Instructional Materials and Tutor Resources

Exemplary Literacy Materials Online

ELMO Reviews is a free, interactive, online database of adult and family literacy resources and reviews, developed to meet the ongoing need adult literacy providers and learners have for appropriate and high quality instructional

and learning resources.
www.elmoreviews.ca
Read the ELMO newsletter on the theme of ESL Literacy:
www.elmoreviews.ca/newsletters/ELMONewsNov2008.pdf

Adult ESL literacy resource: survival guide for instructors. By Janet Massaro. Vancouver: ELSA Net, 2004.
Supports ESL instructors who have literacy learners in their classes. For instructors who are TESL/TESOL trained, have some experience in community-based adult ESL programs and are familiar with current ESL teaching methods.
Available online: www.elsanet.org/pdf/literacy_guide.pdf

All about literacy: a how to book for classroom teachers of literacy level adult ESL. By Sandra Price-Hosie. Victoria: Trafford, 2005. 428.34 P75
This practical book is written for classroom teachers of ESL literacy. In addition to strategies and exercises, the book maintains that understanding the learner is essential.

Arrival survival Canada: a handbook for new immigrants. By Naeem and Sabrina Noorani. Don Mills: Oxford, 2008. 362.84 N66 2008
A guide to Canadian life and culture, covering different subjects such as opening bank accounts, creating a credit history, and understanding the school systems. Solutions to the most common newcomer problems.
Read the ELMO review: www.elmoreviews.ca/product_view.php?id=375

A beginning look at Canada. By Anne-Marie Kaskens. Scarborough: Prentice-Hall, 1998. 428.64 K127
Short readings on Canada's geography, history, people and government are followed by comprehension questions and exercises designed to develop reading skills.
Read a review: www2.literacy.bc.ca/pub/Bulletin/spring00/page4.htm

Guide for tutoring adult ESL students. By Jennifer House and Myrna Rabinowitz. Victoria: Ministry of Advanced Education, 1991. 428.3407 H68
This manual introduces tutors to the process of tutoring and stresses a learner-centred process.

Toolbox for ESL tutors: an instruction guide for teaching English as a second language to newcomers. By Marlene A. Piontech. Toronto: Frontier College. 428.3407 P66 2000
Available online: www.nald.ca/library/learning/toolbox.cover.htm

Canadian citizenship practice test. Richmond: Richmond Public Library, 2008.
Consists of over 100 multiple choice questions based on *A Look at Canada*, 2007 edition.
Available online: www.yourlibrary.ca/citizenship

English as a second language literacy and parenting skills: facilitators' guide and participants' material. By Elaine Cairns & Laureen MacKenzie. Calgary: Alberta Vocational College, 1996. 649.58 C35
Designed for people from other cultures to help facilitate their family's adjustment to Canada.

ESL activities online. Mississauga, ON: Centre for Education & Training, 2006.
Interactive exercises and quizzes for ESL learners. "Canadian Corner" includes readings on Canadian topics and test questions for the Canadian citizenship test. Other activities include practice with grammar, idiom, punctuation, and prepositions.
Available online: www.tcet.com/EAOnline/index.html

ESL for agricultural workers – low beginner and upper beginner. By Leonna Thiessen & Joan Berndt. Abbotsford: Gladwin Language Centre, 2008. 428.34 T55 2008a & 2008b
Two binders of lessons designed specifically for new ESL learners working in agriculture and horticulture.

Hands on! A collection of ESL literacy activities. Halifax: Halifax Immigrant Learning Centre, 1999.
Available online: www.nald.ca/library/learning/handson/cover.htm

LINC-Parenting program: manual and curriculum guidelines. Developed by Toronto District School Board, 2000. 649.58 L58 2000
Designed for use with newcomers with infants and young children, LINC has been shown to be effective for improving literacy of parents and children.

Resources

Longman ESL literacy student book, 3rd Edition. By Yvonne Wong Nishio. New York: Longman, 2006. 428.34 N57 2006

A basic introduction to English for students who are not ready for a Level 1 course. Useful for teachers looking for materials to use with students or looking for ideas to develop their own teaching materials.

Read the ELMO review: www.elmoreviews.ca/product_view.php?id=346

Practitioner toolkit: working with adult English language learners. From The National Center for Family Literacy and The National Center for ESL Literacy Education at the Center for Applied Linguistics, 2004. 428.3407 P73 2004

This resource is designed to give support to adult education and family literacy instructors who are new to serving adult English language learners and their families in rural, urban, and faith- and community-based programs. There is a focus in ESL and family literacy.

Available online: www.nald.ca/library/research/practool/practool.pdf

Success in... (Series). By Donna Bowler. Vancouver: successintesl, 2008.

Success in seeing the doctor 428.64 B69a 1997
Success in emergencies 428.64 B69b 1997
Success in shopping for food 428.64 B69c 1997
Success in going to the hospital 428.64 B69d 1997
Success in airport check-ins 428.64 B69e 2008
Success in customs and immigration 428.64 B69f 2008

This series of books designed for ESL students presents opportunities to use literacy skills in practical situations. Accompanying CDs contain "Listen and Repeat" sections for student practice.

Success in ... Teacher's guide and activity book. 428.64 B69 2008

This teacher's guide includes students' book information, teaching hints, follow-up suggestions, worksheets and activity masters. The teacher's CD has additional songs and exercises.

Teaching adults: an ESL resource book. Developed by Laubach Literacy Action. Syracuse, NY: New Readers Press, 1996. 428.3407 T43 1996

For new or experienced ESL tutors or teachers, this book includes background information on principles of second language acquisition and the process of learning a new culture.

Toolbox for ESL tutors: an instructional guide for teaching ESL to newcomers. By Marlene A. Pionteck. Toronto: Frontier College Press, 2000. 428.3407 P66 2000

The ESL Tutor Toolbox is designed to provide tutors/teachers with practical lesson activities that can be adapted and/or expanded depending on the student's interest, goals and prior knowledge.

Available online: www.nald.ca/library/learning/toolbox/cover.htm

Vocabulary Boosters. By Susan Rogers. Edmonton: Grass Roots Press, 2005. 428.1 R64 2005

The Westcoast Reader is a newspaper for BC adults who are improving their reading skills. Each issue is accompanied by Teachers' Notes (www.westcoastreader.ca).